

SKRIPSI



**TEACHING SPEAKING OF TENTH GRADE STUDENTS OF SMK
ISLAM AL HIKMAH 2 WELAHAN- JEPARA IN THE ACADEMIC
YEARS 2018/ 2019 BY USING TEAM ACCELERATED INSTRUCTION
(T.A.I)**

By:

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**ENGLISH EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
MURIA KUDUS UNIVERSITY**

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Presented to the University of Muria Kudus
in Partial Fulfillment of the Requirements for Completing the Sarjana Program
in English Education

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MOTTO AND DEDICATION

Motto:

- ❖ *Don't contaminate your hearth cause Allah on it.*
- ❖ *The best person is the person who is useful to other people*
- ❖ *Nobody perfect in this word*
- ❖ *Be patient and accurate are the supporting of success"*

This skripsi is dedicated to:

- ❖ *The researcher beloved Mother (Mrs.Sunarti)*
- ❖ *The researcher beloved Big family.*
- ❖ *The researcher beloved brother and sisters
(Hellin, Joko, Diany, Fathoni, Meilisza, Hana
Fidi, Meirita, Anton, Raditya, Wulan).*
- ❖ *The researcher beloved friends.*
- ❖ *The researcher beloved girlfriend.*

ADVISOR'S APPROVAL

This is to certify that the *Skripsi* of Alfian Anjarnarko (2011-32-150) has been approved by the *Skripsi advisors* for further approval by the Examining Committee.

Kudus, August 2018

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Acknowledged by
English Education Department
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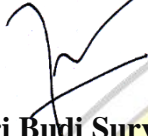
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There is no greatest obstacle in writing this skripsi than avoiding the temptation of being perfect. Therefore, suggestion from the reader will be fully appreciated and always awaited. The researcher do expects that this research will be useful for those, especially who are in the field of education.

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Alfian Anjarnarko



ABSTRACT

Anjarnarko, Alfian. 2018. *Teaching Speaking of Tenth Grade Students of SMK Islam Al Hikmah 2 Welahan- Jepara in the Academic Year 2018/ 2019 by Using Team Accelerated Instruction (TAI)*. Skripsi. English Education Department, Teacher Training and Education Faculty, Muria Kudus University. Advisor: (i) Dr. Fitri Budi Suryani, S.S., M.Pd. (ii) Agung Dwi Nur Cahyo, S.S., M.Pd.

Key words: *Team Accelerated Instruction (TAI), Speaking, Desccriptive Text*

Speaking as one of aspect of communication is very important. This skill includes to the productive that delivering the idea or information in spoken language. Speaking includes some components. They are: pronunciation, grammar, fluency, vocabulary and comprehension which influence the process of transferring certain information (descriptive text) to the listener. In teaching speaking, the teacher needs to know the most suitable technique in order to gain the effective teaching and learning process.

This research aims to know the process of teaching speaking by using Team Accelerated Instruction (TAI) and the response of the teacher and students of the Tenth Grade of SMK Islam Al Hikmah 2 Welahan- Jepara in the Academic Year 2018/ 2019.

This research is a qualitative research. The writer described the whole process of teaching and learning process. In the end, the writer presented the teacher's and students' response related to the implementation of Team Accelerated Instruction (TAI).

The result of the research shows some points to be concluded after conducting the research. Based on the duscussion of the finding, the writer concludes that Team Accelerated Instruction (TAI) that was implemented in X Accounting 1 SMK Islam Al Hikmah 2 Welahan- Jepara needs some preparation to be impemented including lesson plan, pre-test, post-test and teaching media (pictures). In learning proces, the teacher had main task to give clear instruction and control students activity to be done well. The students as the main actor of learning had much chance to explore the learning process. The teacher respond Team Accelerated Instruction positively. Her thinking deal with the fact of teaching and learning process in the classroom. She saw the teaching activity made the students being active. The students's response to Team Accelerated Instruction well. They felt happy and being more active all over the teaching and learning process.

The writer proposes some suggestions as for the next researcher to find out the significant effect of this technique for the students, so the writer suggests the next researcher to implement TAI and look for the significant different of the students skill.

ABSTRAK

Anjarnarko, Alfian. 2018. *Mengajar Speaking Siswa Kelas X SMK Islam Al Hikmah 2 Welahan- Jepara Menggunakan Team Accelerated Instruction (TAI)*. Skripsi. Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muria Kudus. Pembimbing: (i) Dr. Fitri Budi Suryani, S.S., M.Pd. (ii) Agung Dwi Nur Cahyo, S.S., M.Pd.

Kata Kunci: *Team Accelerated Instruction (TAI), Berbicara, Teks Deskriptif*

Berbicara adalah salah satu aspek komunikasi yang sangat penting. Keterampilan ini termasuk dalam produktif yang menyampaikan ide atau informasi dengan bahasa lisan. Komponen dalam berbicara meliputi: pelafalan, tata bahasa, kelancaran, kosa kata dan pemahaman yang mempengaruhi proses penyampaian informasi (teks deskriptif) kepada pendengar. Dalam mengajarkan keterampilan berbicara, seorang guru hendaknya memilih teknik yang tepat untuk mendapatkan proses dan hasil pengajaran yang efektif.

Penelitian ini bertujuan untuk mengetahui proses pengajaran menggunakan TAI dan respon guru dan siswa kelas X SMK Islam Al Hikmah 2 Welahan-Jepara Tahun Pelajaran 2018/ 2019.

Penelitian ini merupakan penelitian kualitatif. Penulis menggambarkan seluruh proses pemberlajaran. Di akhir, penulis menyampaikan respon guru dan siswa terhadap penerapan TAI.

Hasil penelitian ini menunjukkan beberapa poin dapat disimpulkan setelah pelaksanaan penelitian. Berdasarkan pembahasan dari temuan, penulis menyimpulkan bahwa TAI yang diterapkan di Kelas X Jurusan Akuntansi membutuhkan beberapa persiapan seperti RPP, Pre-Test, Post-Test dan media ajar (Gambar). Dalam pembelajaran, guru mempunyai tugas utama untuk memberikan instruksi dan mengontrol siswa dengan baik. Siswa sebagai aktor utama mempunyai banyak kesempatan untuk menjelajah dalam pembelajaran. Pendapat guru terkait TAI sangat baik. Anggapannya sejalan dengan fakta proses pembelajaran di dalam kelas. Dia melihat bahwa aktifitas dalam pembelajaran membuat siswa menjadi aktif. Pendapat siswa tentang TAI sangat baik. Mereka merasa senang dan menjadi lebih aktif sepanjang proses pembelajaran.

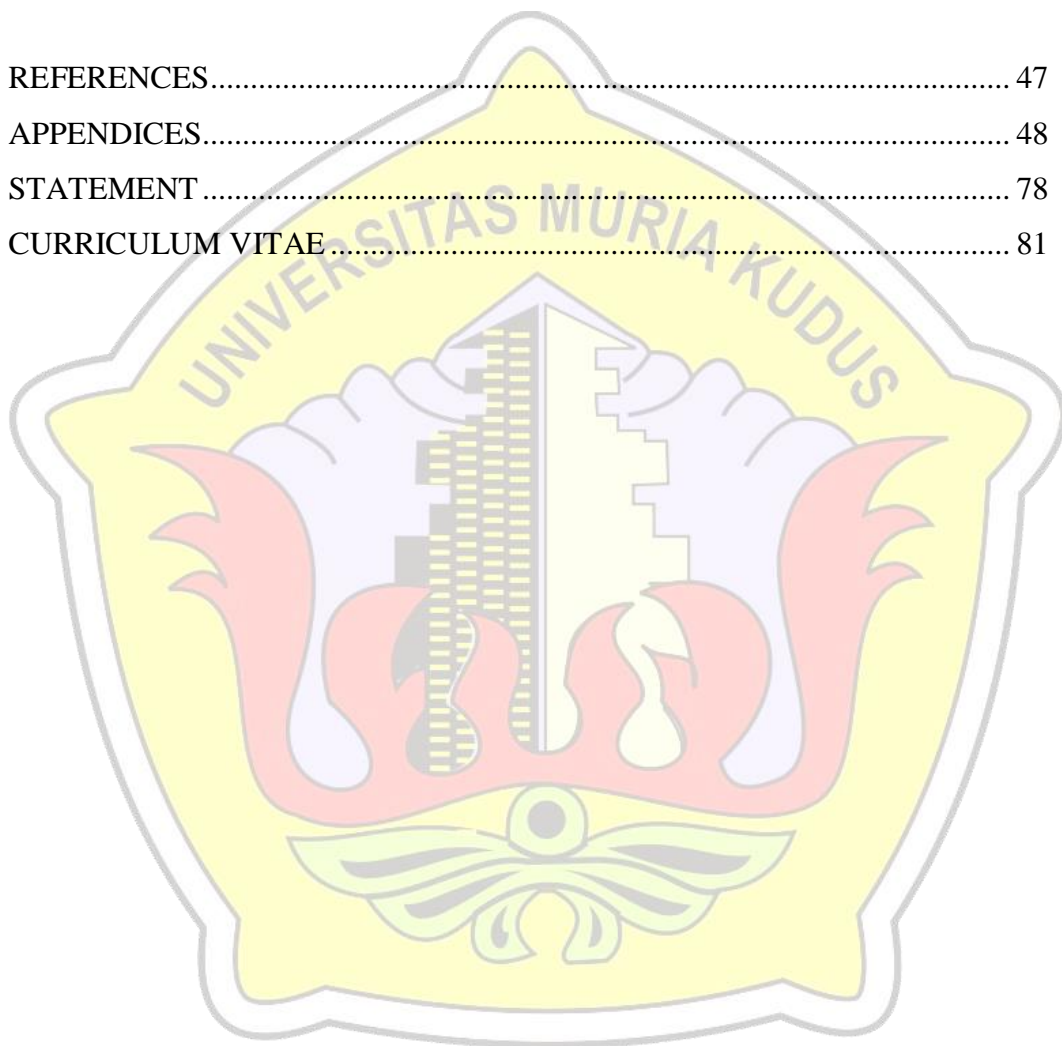
Penulis menyampaikan beberapa saran untuk peneliti yang akan datang untuk menemukan dampak teknik ini untuk siswa dan menemukan perbedaan yang signifikan terhadap keterampilan siswa.

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